DOCUMENT RESUME

ED 289 226 EA 019 709

TITLE	Put-In-Bay School District Study. A Report.
INSTITUTION	Dayton Univ., Ohio. Office of Educational Services.
SPONS AGENCY	Put-In-Bay School District, OH.
PUB DATE	Jun 86
NOTE	35p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Boards of Education; College School Cooperation; *Community Attitudes; Community Characteristics; *Educational Assessment; *Educational Environment; *Educational Quality; Elementary Secondary Education; Facility Utilization Research; Public Schools; Questionnaires; *School Community Relationship
IDENTIFIERS	Put In Bay Public Schools OH

ABSTRACT

The Put-In-Bay, Ohio, Board of Education authorized a study to review plans for meeting the educational needs of the students and community. A total of 160 families currently living on the island were mailed a survey, but only 65 surveys were returned. A much higher rate of return had been expected because of apparent dissatisfaction with the school, because of the controversy this seemed to have fomented and because of the compactness of the community. The respondents revealed that they see a need to involve more adults in the school and to hire and retain top quality staff. The respondents are aware of the limitations placed on the curriculum by the small size of the school; however, they believe that the system could be better managed. Interviews with 15 members of the school staff resulted in numerous positive comments regarding ideal class size, good relations among staff members, regular reporting to parents, availability of educational materials and equipment, ability to give individual attention to students, and the use of computers in the classroom. Some concerns were voiced in regard to cocurricular activities, need for a parenting program, assistance in developing a drug-alcohol program, planning time, and the need for the planned new gymnasium. Researchers also looked at a sampling of school records and surveyed the school facilities. The report concludes with a set of recommendations. Appendixes contain copies of the board of education member survey (not discussed in the report) and the community survey form. (MLF)

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ED289226

PUT-IN-BAY SCHOOL DISTRICT STUDY

A REPORT BY

THE OFFICE OF EDUCATIONAL SERVICES
UNIVERSITY OF DAYTON
DAYTON, OHIO

EA 019 709

JUNE 1986

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PREFACE

This study was conducted by the Office of Educational Services of the University of Dayton under the auspices of the Put-In-Bay School District Board of Education.

Mrs. Melanie Duff

Mr. Robert Glauser

Mrs. Susan Latham

Mrs. Katherine Rothert

Mrs. Patricia Thwaite

Mr. Kelly Faris, Superintendent

The Office of Educational Services of the University of Dayton is organized to provide assistance to public and private schools and related organizations in making and carrying out decisions based on the best of what is known about educational practices. The Office is engaged in research and development program evaluation, administrative organization, staff development and related services.

The following staff members were involved with the conduct of this project:

Dr. Kenneth Crim

Dr. Herman Torge

Dr. William Drury, Project Director

Appreciation is extended to the Board of Education, staff, and school community for their assistance and cooperation in the

development of this report and during the evaluation team's visit to the school district. It is hoped that a careful review of the study findings and consideration of the recommendations presented will result in the continuation and improvement of efforts to provide the students of the Put-In-Bay School District with the best possible educational opportunities.

INTRODUCTION

In December of 1985, the University of Dayton Office of Educational Services was awarded a contract by the Put-In-Bay Board of Education to provide a general overview of their total school operation. The request was a reflection of the school district's desire to have an "outside" organization review past, present and future plans for meeting the educational needs of the Put-In-Bay students and community.

In accomplishing the study, the following procedures were utilized by project staff:

1. A survey (questionnaire) was developed and mailed to all households in the Put-In-Bay School District seeking their opinions on school district programs, personnel, and facilities.
2. A survey (questionnaire) was developed for and completed by, all members of the Board of Education. Their responses were reported to them for their personal use and are not included in this report.
3. Structured interviews were held with all available staff members.
4. A review was made of enrollment data, staffing patterns, organization and financial reports.
5. A review was made of the physical facilities available to the school district for staff and student use.

Finally, based on all the information gleaned from the above procedures, a set of recommendations and observations was developed to be considered by the administration and Board of Education in assessing the past and planning for the future.

COMMUNITY SURVEY

As part of the study of the Put-In-Bay School District a community survey was conducted in early spring of 1986. A total of 160 residences currently living on the island (families) were identified as persons to whom the survey should be mailed. A total of 65 surveys were returned for a response rate of 40.6 percent. A much higher response rate was expected for a number of reasons: first, because of the apparent dissatisfaction with the school by some of the community; second, because of the controversy this seemed to have fomented; and third, because of the compactness of the community. At any rate, the expectation of a high return rate was not met, for whatever reasons. The analysis which follows is based on the returns that were received.

Data on Respondents

The following is a brief descriptive summary of the respondents. Detailed information is shown in Table 1. Over half of the respondents are under 45 years of age. Nearly 50 percent have a college degree and another 16 percent have some college education. Almost half have lived in the area over 15 years; only a few are relatively new. All but one of the respondents consider themselves as full time residents (rather than residents only during the tourist season). The greater majority did not attend Put-In-Bay School (71.9%). Finally, and this is significant, those respondents with children in Put-

In-Bay School represent less than one-third of the survey returns.

TABLE 1

DATA ON RESPONDENTS*

Age			Education		
Under 30	12	(19.4%)	College degree	29	(47.5%)
30-45	24	(38.7%)	Some college	10	(16.4%)
46-60	8	(12.9%)	High school	22	(36.1%)
Over 60	18	(29.0%)			

Years in District			District Residency		
Less than 5 years	9	(14.1%)	Part-time	1	(1.6%)
5-10 years	19	(29.7%)	Full-time	63	(98.4%)
11-15 years	5	(7.8%)			
Over 15 years	31	(48.4%)			

Attend Put-In-Bay Schools?			Have Children in School?		
Yes	18	(28.1%)	Yes	18	(28.6%)
No	46	(71.9%)	No	45	(71.4%)

*Note: Total numbers do not total 65 because some respondents did not provide the information.

Survey Analysis

The survey asked opinions in three broad areas. First, those answering were asked to provide what they thought were the three major strengths of the school. Second, they were asked to rank, from a provided list, the three major problems of the

school. Finally, they were asked to grade various facets of the school program including an overall grade. A copy of the survey instrument is included in the Appendices.

Major Strengths

The questions of major strengths was left up to the individual; that is, no list was provided. Respondents were asked to write them on the survey form. Fifty-two persons responded by writing in what they felt were the major strengths.

There is little doubt that respondents recognize the unique advantages of Put-In-Bay. Thirty eight of the 52 persons listing the strengths of the school mentioned the small class sizes, ability to give individual attention, or the very low student/ teacher ratio.

Closely related to the above strength are the next two which very well might be considered as one. Fourteen persons noted the quality of the staff as a major strength. Twelve persons indicated as a strength the special relationship that exists between students and teachers. Thus, we have the unique situation of very small class sizes staffed by persons deemed to be quite capable and giving evidence of excellent student teacher relationships.

Five other strengths were listed by a number of persons but not to the same extent as the above. Survey respondents noted that:

a. There appeared to be strong parent involvement and

community interest in the school; (12 persons)

b. The school curriculum was a good basic college preparatory type as supported by the number who moved into higher education; (11 persons)

c. The district has adequate financial support from both state and local sources; (11 persons)

d. The school administration is doing a good job; (10 persons) and,

e. The school facilities are quite adequate (10 persons).

Major Problems

The survey next listed a number of problems often associated with schools. Respondents were asked to choose three they believed to be the most important. They were then asked to rank these three in order of importance. However, if they believed there to be no major problems they were told to simply leave the question unanswered. Fifteen persons left the question unanswered, thus indicating they perceived no major problems, or, as several wrote in, they felt they did not know enough to make a judgment.

For the remaining 50 surveys the data are presented in Table 2 showing the total number of points and rank for each perceived problem. A rank of "1" received four points, a rank of "2" three points and a rank of "3" one point.

The data in Table 2 indicate that there is considerable

consistency, as shown by the rankings, between those who have or do not have children in school. "Parent lack of interest" seems to be the number one concern. Second is the "hiring of good teachers" although those without children in school ranked this third. The limited curriculum is of concern but less (7th) to those who have children in school. "School management" is fourth, followed by "concern for the low enrollment" and the "use of alcohol/drugs." (From a statistical point of view a comparison of the answers from those with and those without children in school shows the degree of relationship to be .85 which is very high, thus supporting the claim of consistency among the two groups).

Grading the School Program

Various components of the school were listed and persons were requested to grade these using the A, B, C, D, F system. These grades were converted to numerical values (A = 4 pts., B = 3 pts., etc.) and are shown as average grades in Table 3. Again the data are presented for the total group and also separated by those having children in school and those not.

TABLE 2

RANK OF PERCEIVED MAJOR PROBLEMS (N = 50)

Problem	Total		w/children		w/o children	
	Pts.	Rank	Pts.	Rank	Pts.	Rank
Parent Lack of Interest	68	1	27	1	41	1
Lack of School/Community Coord.	17	8	0	-	19	8
Student Discipline	12	9	0	-	12	9
Hiring Good Teachers	54	2	15	2	37	3
Financial Support	5	11	3	9	2	11
Condition of Building	2	12	0	-	2	11
Respect for Teachers	28	7	8	6	20	7
Limited Curriculum	48	3	5	7	39	2
Student Performance	8	10	4	8	4	10
Use of Drugs/Alcohol	36	5	11	4	25	5
School Management	47	4	14	3	30	4
Small Enrollment	36	5	11	4	25	5
Too Little Homework	2	12	0	-	2	11

The data in Table 3 show that the total group tends to be rather conservative in its grading. It grades the extra curricular program below a "C" and only the facilities above a "B." All others are rated in the "C+" range.

However, it should be noted that there are some marked differences among the two groups. Those with children in Put-In-Bay tend to grade the school higher than do those who do not have children in school. These differences are especially significant when it comes to grading the curriculum, the performance of teachers, the performance of the Board, and the overall performance of the school. In short, those closest to the school

tend to give a higher grade than those not as closely connected.

TABLE 3

AVERAGE GRADES FOR SCHOOL COMPONENTS
(A = 4 points, B = 3 points, C = 2 points, D = 1 point)

School Component	Total group	Average W/Children	W/O Children
The Curriculum	2.63	3.06	2.39
The Teachers	2.63	3.00	2.51
The Board of Education	2.06	2.53	1.86
The Administration	2.57	2.94	2.40
The Extra-Curricular Program	1.57	1.83	1.45
The School Facilities	3.20	3.18	3.22
Overall School Performance	2.48	3.00	2.25

One further analysis of the grading of the various components of the school is necessary at this point. It may seem to the reader that the averages are low, that is, an average of 2.63 for the curriculum is between a B and a C. However, by looking at the distribution of the individual grades one sees a much more positive picture.

In Table 4 are shown the grade distributions for the various components of the educational program. In Curriculum, for example, there are 10 grades of "A" and 21 of "B" as opposed to 1

grade of "F" and 6 of "D." This pattern is true in all cases on Table 4 except that of "Extra-Curricular Program" and the "Board of Education."

TABLE 4

GRADE DISTRIBUTION
PUT-IN-BAY SCHOOL

Component	A	B	C	D	F	Average
Curriculum	10	21	14	6	1	2.64
Teachers	11	23	12	5	3	2.63
Board	6	15	17	8	8	2.06
Administration	12	20	14	3	5	2.57
Extra-Curricular	0	11	16	15	9	1.57
Facilities	22	22	9	2	0	3.16
Overall Performance	5	27	14	5	3	2.48

Written Comments

About two-thirds of the persons offered written comments on the way they graded the school. Those who gave low grades (D or F) commented on such things as poor teachers, less than competent Board, unqualified administration and poor student performance in post secondary schools. On the other hand, those grading the school "A" or "B" presented an entirely different picture, being positive in their comments about the school, teachers, Board,

administration, and student performance.

It is interesting to note that, by and large, those giving a grade of "C" were more positive than negative in their comments. They qualified their grade in terms of a specific deficiency, for example, "low teacher salary," "lack of certain building facilities," "the small size of the school and its location are a disadvantage," in "hiring the quality of persons we would like," and "the Board needs to take a firmer approach to running the school."

In conclusion, the greater majority of persons who returned the survey look at the school in a positive manner. However, they do point out some deficiencies that they would like to see corrected. They see a need to interest and involve more adults in the school; they believe that the hiring and retaining of top quality staff is a priority item; they are aware of the limitations placed on the curriculum by the small size of the school; and they believe that the system could be better managed.

On the other hand, respondents recognize the advantage they have of the small student/teacher ratio and the resulting special relationship teachers have with students.

STAFF INTERVIEWS - FACILITIES REVIEW

A team of three project staff visited the school on May 1 and 2, 1986. During the course of the visit interviews were held with the district administrator, treasurer, teachers and substitute teachers. In addition, a luncheon meeting was held with all members of the Board of Education in attendance. In all, personal interviews were conducted with 15 members of the school staff. The team also looked at a sampling of school records and surveyed the physical facilities available for district use.

Staff Interviews

The general response of those people interviewed was very positive regarding the school district. This was not a unanimous position, but it was the opinion of the vast majority of those people with whom the project staff talked. Numerous positive comments were made regarding ideal class size, good relations among staff members, regular reporting to parents, availability of educational materials and equipment, ability to give individual attention to students and the use of computers in the classroom. Some concerns were voiced in regard to co-curricular activities, need for parenting program, assistance in developing a drug-alcohol program, planning time, and obvious need for the planned new gymnasium. There was also a general opinion expressed

regarding the need to try to deal as positively as possible with the minority of people who have voiced concerns about the school. The overall attitude, however, seemed to be that much of this discontent was past history and energies could best be used in planning for the present and future. There was also a general sentiment expressed by a majority of those people interviewed that there has been significant improvement made in the school district in recent years and that things at present appear to be heading in the right direction.

Physical Facilities

The project team surveyed both the main school building facility and the gymnasium located about two blocks away on the second floor of the Town Hall.

The main facility consists of two parts; the original building constructed in the early 1920s, and the newer addition completed in 1984. The original building has two floors; the first floor has two classrooms, a special education room, the office, teacher work room, book room, and the boiler room. The space in the special education classroom, the office, and the teachers workroom is inadequate in regard to the activities that are conducted in them. The second floor has four classrooms, one very small room used for Chapter I programs, and restrooms. The kindergarten room is approximately half the size of the three other classrooms. New plumbing has been installed throughout the original building.

The 1984 addition has two classrooms, the school-community library, multi-purpose room, and restrooms. The size of the classrooms is quite adequate for the number of pupils enrolled in the school.

The rooms were clean throughout the entire facility (old and new portions alike), attractively decorated and the floors of the rooms and halls were carpeted. There was evidence of good maintenance throughout the entire building. The office used by the administrator and secretary-treasurer is small, provides no privacy for either person, and is lacking in adequate storage space for records and supplies.

The exterior of the building is generally in good condition, the original building having recently been reroofed and the brick tuck-pointed. Also, windows have been replaced with more energy efficient ones in recent years. It was observed, however, that the soffitt area and wood exterior doors need to be painted.

The gymnasium, located on the second floor of the Town Hall, is adequate in size, has a small stage at one end, but does not have locker room facilities. This facility is maintained by the Town authorities.

It was reported to the study team members that some consideration is being given to the construction of some type of physical education facility on the site of the school building. The need is recognized, but it should be pointed out that it

would further limit an already inadequate playground area. There was some indication that efforts are underway to negotiate a long-term lease with the neighboring church for the play field across from the school that is currently being used by pupils for some outside recreational activities. Such a long-term lease would be imperative if, and when, the physical education addition would be constructed.

OBSERVATIONS AND RECOMMENDATIONS

It was made obvious during the course of this study that Put-In-Bay School District has gone through a difficult period of school-community relations with what could be best described as a "vocal minority" of school district residents. This has engendered a considerable amount of animosity, as evidenced by letters to the editor of the local paper, contacts made with project staff during the course of the study and comments made during the extended interview sessions held with school staff and others. It would be impossible, and probably not desirable, for a study of this nature to try and sort out fact from fiction and to review all of the various elements of concern (many of them allegedly occurring some time ago) that were alluded to by various individuals. What is being suggested, however, is that every attempt be made to continue to improve the school district in the best interests of the students being served. To accomplish this will require that people begin to work together in a fashion that will provide for appropriate consideration of all points of view. Neither "side" to these disagreements "wins" until both sides see the value of working together in a more constructive relationship. It is within this framework that the following recommendations and observations are offered.

Physical Plant

1. THE ADMINISTRATIVE OFFICE AREA SHOULD BE RESTRUCTURED TO PROVIDE IMPROVED PRIVACY FOR THE SCHOOL'S ADMINISTRATOR AND SEMI-PRIVACY FOR THE SECRETARY-TREASURER.

It is virtually impossible to conduct the business of the school district in a professional manner given the limitations of the present office area. Privacy is essential in dealing with parent, pupil, staff and related matters.

2. THE SOFFITT, OUTSIDE WOOD DOORS AND TRIM OF THE SCHOOL SHOULD BE PAINTED.

The general appearance of the building is good; accomplishing this needed painting would be helpful.

3. THE GROUNDS IN GENERAL WOULD BENEFIT FROM SOME LANDSCAPE WORK AND INCREASED ATTENTION.

The general attractiveness of the facility could be considerably enhanced at modest cost by giving some attention to the grounds surrounding the building. A general clean-up, shrub-flower planting effort would be a good investment of time and energy. This would make a good community/PTA project.

4. THE WORK AREA PROVIDED FOR TEACHERS IS INADEQUATE.

Ths problem may be difficult to remedy, but should be noted in the event of any future construction plans or redesign of existing space.

5. CAREFUL ATTENTION SHOULD BE GIVEN TO THE PLACEMENT OF THE PROPOSED NEW PHYSICAL EDUCATION FACILITY.

The school site is very limited in terms of space for recreational-physical education use. Placement of the new

proposed facility and a possible long-term arrangement for the church-owned adjacent property should be investigated.

6. THE KINDERGARTEN ROOM IS TOO SMALL FOR AN ENROLLMENT OF MORE THAN THE PRESENT NUMBER OF CHILDREN.

If, as indicated, next year's kindergarten class enrolls nine or ten chldren, this facility will not be adequate. If, when designing the new physical education facility some additional space could be provided, it would help address the problems being created (and anticipated) by additional space needs throughout the present facility.

Staff

1. THE DISTRICT ADMINISTRATOR SHOULD BE ENCOURAGED TO CONTINUE WORK TOWARD CERTIFICATION AS A SCHOOL SUPERINTENDENT.

The responsibility of board of education meetings, planning, budgeting, etc. are all things that require training and experience to successfully accomplish. Although the building administrator appears to be doing a fine job with his responsibility, additional training would be helpful. Also, if at all possible, the position should not require any classroom teaching responsibilites. There is too much to be done, and too many demands for the position for it to be anything less than full time.

2. ASSISTANCE FROM THE OTTOWA COUNTY OFFICE OF EDUCATION SHOULD BE ON A REGULAR AND SCHEDULED BASIS.

There are a number of areas where expertise from the County Office of Education would be helpful. Assistance in teacher

observation-evaluation, establishing more formalized drug-alcohol and family intervention programs, etc. Having services and staff from the County Office available on a regularly scheduled basis rather than on an "on call" basis could prove to be quite helpful to the school in a number of ways.

3. CONSIDERATION SHOULD BE GIVEN TO THE FORMATION OF A CITIZENS ADVISORY COUNCIL TO SERVE FOR A SPECIFIC PERIOD OF TIME IN ADVISING THE BOARD OF EDUCATION OF POSSIBLE AREAS FOR IMPROVEMENT IN SCHOOL-COMMUNITY RELATIONS.

Providing a system for community suggestions and observations is preferable to simply having people vent their concerns at Board of Education meetings. Allowing for a more reasoned and positive approach to school improvement suggestions and school-community relations should be helpful.

4. EVERY EFFORT SHOULD BE MADE TO RETAIN AND ATTRACT THE BEST POSSIBLE TEACHING STAFF.

In the long run, the most important position in any school district is that of the classroom teacher. Staff should be provided with regular opportunities to improve their work by virtue of staff development programs. It should be possible to have a college-university program developed collaboratively with school officials to bring specific program and credit class opportunities to the island on a regular basis.

5. CONTINUED ATTENTION SHOULD BE GIVEN TO STATE DEPARTMENT OF EDUCATION REPORTS, STANDARDS AND RECOMMENDATIONS.

Although this is a unique school district by virtue of its size and location, these "limitations" should be relied on as

little as possible in terms of meeting state standards. The "mind set" should not be to seek out what the state is willing to waive by way of requirements - recommendations, but rather, what special effort and expense the district should be willing to accept in order to meet as many of the state requirements - recommendations as possible.

Program

1. A CONTINUING FORMAL FOLLOW-UP STUDY OF GRADUATES SHOULD BE CONDUCTED.

A number of general comments have been made concerning the success, or lack of success of graduates, particularly those who have gone on to college or other post-secondary school training. A study would help to clarify this concern and should provide useful information for future planning.

2. ELEMENTARY TEACHERS SHOULD BE PROVIDED PLANNING TIME EACH DAY.

The addition of the proposed physical education facility and/or an extension of music and speech time could be of possible help with this problem. (It is assumed that the new physical education facility would be accompanied by additional staff to teach P.E. on a K-12 basis).

3. AN EFFORT SHOULD BE MADE TO STRENGTHEN THE PTA AND THEREBY INCREASE PARENT INVOLVEMENT IN SCHOOL ACTIVITIES AND PROGRAMS.

Parents need to play a more direct and supportive role in the school district than they appear to be doing at the present time. PTA activities appear to be more fund-raising than program-oriented. A real recruitment-involvement effort seems warranted.

4. AN ADULT NIGHT CLASS PROGRAM SHOULD BE INITIATED AS SOON AS POSSIBLE.

The school has a great opportunity to provide needed cultural-educational-recreational opportunities for the island community. Courses in computer use, physical fitness, parenting, home economics areas, etc. would be a real plus for the community and a great community relations project for the school district.

5. EFFORTS SHOULD BE CONTINUED AND IMPROVED IN BRINGING TO THE SCHOOL DISTRICT RESOURCE PERSONS AND PROGRAMS THAT BENEFIT STUDENTS, STAFF, AND COMMUNITY.

A good beginning has been made in this area, but it is deserving of continuing attention. The relative "isolation" of an island school district requires that special effort be made to provide students off - island opportunities and the bringing of program opportunities to the island. Whenever possible these opportunities should be shared with all residents of the school district.

6. CONSIDERATION SHOULD BE GIVEN TO DEVELOPING AN INDIVIDUAL EDUCATION PLAN (IEP) FOR EVERY STUDENT IN THE DISTRICT.

The IEP has traditionally been an instructional procedure designed for the benefit of handicapped students. With the small class sizes and total number of students enrolled in the Put-In-Bay School District, it is possible to adapt this procedure for use with all students. Such an effort would require about a year of development - preparation - staff training time, but would pay great dividends in terms of pupil achievement in the opinion of

the evaluation team.

7. THE BOARD OF EDUCATION SHOULD TAKE ADVANTAGE OF OPPORTUNITIES TO IMPROVE THEIR POLICY DEVELOPMENT AND RELATED RESPONSIBILITY SKILLS.

By utilizing programs and services of the National School Boards Association and the Ohio School Boards Association, members of the Board of Education can add to and improve their skills in operating the school district. Workshops in policy development, board responsibilities, public relations, effective Board meetings, etc., would be helpful to any Board of Education, but particularly helpful to a Board such as Put-In-Bay, where members have served in office for relatively short periods of time.

8. THE BOARD OF EDUCATION AND STAFF SHOULD MOUNT A MORE AGGRESSIVE PUBLIC INFORMATION CAMPAIGN THAN CURRENTLY EXISTS.

The Put-In-Bay School District is doing a better job of educating students than is generally recognized by the public. This certainly doesn't mean there aren't things that can and should be done to improve the district. However, it is this evaluation team's opinion that the district is doing a creditable job given available resources. By utilizing parent meetings, home visitation, regular written communication, invitational parent conferences, etc., the general public would probably become more understanding and appreciative of the good work being done. In addition, the school district would be able to become more responsive to public concerns and recommendations.

APPENDICES

PUT-IN-BAY SCHOOL DISTRICT STUDY

Board of Education Member Survey

1. Years of Service on the Board of Education _____

2. Do you currently have children attending Put-In-Bay School? ____

3. Have you had children attending in the past? ____

4. List what you believe to be the major strengths of this school:

   A. _____

   B. _____

   C. _____

5. List areas where you feel improvement is needed:

   A. _____

   B. _____

   C. _____

6. Using the grading system A, B, C, D, F (Fail), please grade the following components of the school:

   ____ The Curriculum

   ____ The Teachers

   ____ The Administration

   ____ The Extra-Curricular Program

   ____ The School Facilities (Building, etc.)

7. Using the same grading system, how would you grade the overall performance of the school district? _____

8. Specifically, what do you see as the major problems of <u>this</u> school? From the list below choose the <u>three (3) most important</u> and number them in order of importance (1 = most important). Add your own if you wish. If you feel the school has no major problems, leave this question blank.

___Parent Lack of Interest
___Lack of School/Home or Community Coordination
___Maintaining Good Student Discipline
___Hiring Good Teachers
___Lack of Financial Support
___Condition of the Building
___Lack of Respect for Teachers
___Limited Curriculum
___Low Performance of Students
___Student Use of Alcohol/Drugs
___School Management/Administration
___Small School Enrollment
___Too Little Homework
___Other: _____
___Other: _____

9. Do you find your work as a Board member to be:

A. Very Satisfying ___
B. Somewhat Satisfying ___
C. Not Satisfying ___

10. Please indicate your rating of the overall effectiveness of the Board of Education:

A. Very Effective ___
B. Somewhat Effective ___
C. Not Effective ___

11. Any additional comments or reactions you feel might be helpful?

THANK YOU . . . PLEASE RETURN IN THE POSTAGE-PAID ENVELOPE PROVIDED

The University of Dayton

April 2, 1986

TO: RESIDENTS, PUT-IN-BAY SCHOOL DISTRICT

FROM: DR. WILLIAM R. DRURY, ASSOCIATE PROFESSOR
UNIVERSITY OF DAYTON

The Put-in-Bay Board of Education has contracted with the University of Dayton Office of Educational Services to conduct a study of the school district program and facilities. The survey results will be used to plan for both the present and future goals of the district. In addition, it will provide the Board with an impartial assessment of the strengths and weaknesses of the system.

Maximum value from the study will be achieved if we can get <u>everyone</u> to respond. This questionnaire is being sent to <u>all</u> residents, not just those who have children attending school. Please complete the instrument and return it <u>as soon as possible</u> and no later than April 30, 1986 in the enclosed postage paid envelope. Your opinion will be most helpful in assisting the Board in providing appropriate educational opportunities for students.

<u>ALL INDIVIDUAL RESPONSES WILL BE KEPT IN STRICT</u>

<u>CONFIDENCE...YOU NEED NOT SIGN</u>

<u>THIS QUESTIONNAIRE</u>

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
300 College Park Dayton, Ohio 45469-0001

PUT-IN-BAY LOCAL SCHOOL DISTRICT
COMMUNITY SURVEY

I. GENERAL INFORMATION

1. AGE CATEGORY

You	Your Spouse (If Applicable)	
_____	_____	Under 30 years
_____	_____	30-45 years
_____	_____	46-60 years
_____	_____	Over 60 years

2. CHECK THE HIGHEST LEVEL OF EDUCATION ACHIEVED.

You	Your Spouse (If Applicable)	
_____	_____	High School
_____	_____	Some College
_____	_____	College Degree

3. ARE YOU A: _____ YEAR ROUND RESIDENT?
_____ PART YEAR RESIDENT?

4. LENGTH OF TIME YOU HAVE LIVED IN THE PUT-IN-BAY SCHOOL DISTRICT

_____ Less than 5 years
_____ 5-10 years
____ 11-15 years
____ Over 15 years

5. DID YOU ATTEND PUT-IN-BAY SCHOOLS?

_____ Yes
_____ No

6. DO YOU CURRENTLY HAVE CHILDREN IN PUT-IN-BAY SCHOOL?

_____ No
_____ Yes IF "YES," AT WHAT GRADE LEVEL?
____ ELEMENTARY
____ SECONDARY

7. IF YOU HAVE SCHOOL AGE CHILDREN THAT ARE NOT ATTENDING PUT-IN-BAY SCHOOL, PLEASE COMPLETE THIS QUESTION:

	GRADE	SCHOOL ATTENDING
CHILD #1:	_____	_____
CHILD #2:	_____	_____
CHILD #3:	_____	_____

II. YOUR OPINIONS ABOUT PUT-IN-BAY SCHOOL

1. GENERALLY SPEAKING, WHAT DO YOU SEE AS THE THREE MAJOR STRENGTHS OF THIS SCHOOL?

a. _____
_____
_____

b. _____
_____
_____

c. _____
_____
_____

2. SPECIFICALLY, WHAT DO YOU SEE AS THE MAJOR PROBLEMS OF THIS SCHOOL? FROM THE LIST BELOW CHOOSE THE THREE (3) MOST IMPORTANT AND NUMBER THEM IN ORDER OF IMPORTANCE (1 = MOST IMPORTANT). ADD YOUR OWN IF YOU WISH. IF YOU FEEL THE SCHOOL HAS NO MAJOR PROBLEMS, LEAVE THIS QUESTION BLANK.

___ Parent Lack of Interest
___ Lack of School/Home or Community Coordination
___ Maintaining Good Student Discipline
___ Hiring Good Teachers
___ Lack of Financial Support
___ Condition of the Building
___ Lack of Respect for Teachers
___ Limited Curriculum
___ Low Performance of Students
___ Student Use of Alcohol/Drugs
___ School Management/Administration
___ Small School Enrollment
___ Too Little Homework
___ Other: _____
___ Other: _____

3. USING THE GRADING SYSTEM A, B, C, D, F (fail), PLEASE GRADE THE FOLLOWING COMPONENTS OF THE PUT-IN-BAY SCHOOL

____ The Curriculum
____ The Teachers
____ The Board of Education
____ The Administration
____ The Extra-Curricular Program
____ The School Facilities (Building, etc.)

4. USING THE SAME GRADING SYSTEM, HOW WOULD YOU GRADE THE OVERALL PERFORMANCE OF THE PUT-IN-BAY SCHOOL DISTRICT?

_____

5. IN THE SPACE BELOW, PLEASE SUPPORT YOUR GRADE; THAT IS, IF YOU GAVE AN "A" OR "B" TELL WHY; IF A "D" OR "F", AGAIN, WHY?

6. IF YOU HAVE FURTHER RECOMMENDATIONS, PLEASE USE THE SPACE BELOW

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

THANK YOU! PLEASE RETURN THIS FORM IN THE ENVELOPE PROVIDED. NO POSTAGE IS NEEDED.